A Sample Curriculum Proposal

If you are unfamiliar with the curriculum proposal genre, you may find it helpful

to study the sample shown in Figure 1.

**Figure 1: Sample Curriculum Proposal Proposal Components**

TO: Principal X

FROM: Teacher C

RE: New 12th Grade English Career Unit

As part of the current 12th grade English curriculum, students are required to create employability documents. Employability skills are vital to upper level high school level students whether they plan on going directly into the workforce or are continuing their education and/training. To assist students in perfecting these skills, I propose implementing a new unit in my 12th grade English class.

In this six-week unit students will investigate careers that interest them, select a local business related to their career field, and will then create an employability portfolio including a cover letter and a resume. Finally, students will present their portfolio to local businesses.

As the current yearbook advisor, I have connections with many local businesses which consistently support our school by purchasing advertisements. I have a specific plan for contacting these business owners and arranging for our students to present their portfolios. At your convenience, please contact me so we might discuss my proposed unit and its implementation.

* Memo format is often used for internal proposals (i.e. those sent within a school or district).
* This section describes the current situation.
* Here the author states the proposal’s main point.
* This section defines the proposed idea.
* This section describes how the idea might be implemented.
* Note how the writer keeps the proposal concise (considering her administrator’s busy schedule). Rather than overwhelming the administrator with details, she arranges for a personal meeting.

MCj04041310000[1]EDCI 6158: (curriculum) proposal homework

Due: (by email) 6/6

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**Scenario:** You are a middle/secondary-level teacher. You have a fabulous new idea (related to your trend/issue) you’d like to pitch to your administrator. Before you create a proposal for this idea, though, you want to be sure you have thoroughly considered how you will construct a persuasive argument and appeal to your administrator.

**Task:** Answer the following questions about your proposal. If necessary, you may need to research or imagine possible ways to defend and implement your idea.

1. Your idea. What is your idea (e.g., addition to curriculum, new teaching unit, school assembly, classroom policy, school-related event/program, etc.)?
2. Audience. To whom are you targeting this proposal?
3. Organization. Describe the school. What are its goals or mission statements?
4. Need. What is the “need” this idea serves? How does it fit in your content-area, classroom, or school community?
5. Defense. What assessment standards, pedagogical ideas, and/or student learning needs support the teaching of this idea? How might your students, classroom, or school community benefit from this specific idea?
6. Implementation. How do you see this idea being taught in your class or integrated into your classroom/school?
7. Feasibility. Why do you think this idea is realistic? What, if anything, might it “cost” this administrator?

MCj04041230000[1]EDCI Homework: hard copy Draft Due 6/11

Create Your Own (Curriculum) Proposal

TO:      EDCI 6158 Class

FROM:  Erinn Bentley

DATE:  June 4, 2013

RE:       Curriculum Proposal Connected to Trend/Issue in Education

**Scenario:**  You are a middle/secondary teacher and you want to propose a new assignment, classroom policy, school program, or school event to promote awareness regarding your trend/issue. In order to implement this new assignment/event, you first need to submit a proposal to the administrator responsible for approving such curricular/policy changes.

Your proposal must include the following components:

* One paragraph which **describes the assignment/event** you are proposing.  Give this assignment or event a name. Identify whether this assignment/event targets a specific grade-level and/or content-area, or whether this asignment/event targets a specific class or the entire school. Also include a brief overview of what the assignment/event will "look like" (e.g., Is this a one-week assignment, a two-day field trip, an after-school program, a night-time event?).
* One paragraph which **offers your rationale** for implementing your idea.  Remember, if your school has never done this type of asignment/event before, you might have defend why you think it has academic merit.  (What specific skills you envision the students learning from this assignment?  How might this assignment prepare them for exams, college, or some other academic/ professional experience?) You are not required to quote outside sources, but feel free to add some experts’ opinions if you feel inclined.
* One paragraph which shows **how this assignment “fits”** within the department, school and/or district’s teaching goals. (For example, does your idea address GPS or Common Core Standards? Does this assignment/event address the school’s mission statement or educational goals?).
* One paragraph which gives a **proposed date** for the assignment/event.  State overall plan. Is this a one-time event that should take place at the beginning of the school year? Is this an ongoing assignment/program within your classroom or school? Also include any feasibility issues and how you plan on solving potential problems with such issues (Would this event/assignment possibly expose the school in a negative or questionable way? Are there any costs involved in your idea’s implementation?).

Please use this document as a model for your proposal's format.  Keep in mind all that we have studied and discussed concerning your proposal’s audience and purpose. The tone, language, length, structure of the letter should demonstrate that you have designed this proposal for a specific audience. The final draft should be 1-2 pages of single-spaced type in length.

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| **Writing Component** | 3 | 2 | 1 |
| **Curriculum/event idea description**  **X2** | Description of proposed event/idea is clearly articulated in opening of section. | Description of proposed event/idea is not clearly articulated or is not in opening of section. | Description of proposed idea/event is unclear throughout section. |
| **Proposed idea and trend/issue** | Proposed idea for event is clearly connected to trend/issue | Proposed idea for event is loosely connected to trend/issue | No clear connection between proposed idea and trend/issue |
| **Rationale for proposed idea**  **X2** | Author provides clear evidence or data to support proposed idea. | Author provides some evidence or data to support proposed idea. | Author provides no supporting evidence or data. |
| **Closing: logistics or plan**  **X2** | Author provides a plan for implementing idea and anticipates “risks” or logistics. | An implentation plan is not clearly defined and/or risks or logistics are not clearly addressed. | Neither an implentation plan nor logistics/risks are clearly addressed. |
| **Organization**  **X2** | Ideas flow logically; transitions are used between ideas. | Ideas do not flow logically or few transitions are used. | Ideas do not flow logically; no transitions are used. |
| **Formatting** | Correct memo formatting used. | Memo formatting used correctly throughout some of text. | Memo formatting not consistently used. |
| **Language/tone** | Words and phrases are professional in tone; 3rd person objective tone used throughout. | Some words and phrases are professional and objective in tone. | Words and phrases are casual and convey a tone that is not objective and/or professional |
| **Mechanics** | Grammar, spelling, and mechanics consistent with SAE throughout. | A few grammatical, spelling, and/or mechanical issues inconsistent with SAE. | Grammatical, spelling, mechanical issues are numerous and distracting. |

Final Draft: Propsal Grading Rubric

Rubric Total (from above) \_\_\_\_\_

+ \_\_/4 Proposal Handout Completion Points

+ \_\_/4 Peer Review Points

+ \_\_/6 Revision Points **= \_\_\_\_\_\_/50 total points**